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ABSTRACT

This third report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

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Language Research In Progress

REPORT NO. 3 JUNE 1966

A Cross-Referenced List of
Documented Language Research Projects
Current December 1965 - June 1966

PREFACE

This third Report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. The Preface to Report no. 2 (December 1965) summarized the background and scope of this project. The classification system continues to be revised and improved.

How LRIP works

So that scholars and other interested persons may be aware of current work, LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The main body of information is stored at the Center for Applied Linguistics in numbered document files, which are accessible through a "collectanea", a card-file of research summaries under four different headings. The "abstracts" are filed by subject category, and this subdivision makes up Part I of this Report. They are also filed alphabetically by researcher and institution; these two subdivisions together make up Part II. The cards are also filed in numerical order, numbers being assigned arbitrarily as new projects are added; this subdivision makes up Part III. When a project is finished, its abstract, which has been continuously updated according to information received, is transferred to a "completed research" file. Visitors to the Center for Applied Linguistics are invited to use both document and card files.

Services offered to LRIP users

LRIP is fully aware that a listing of titles is not always useful of itself. Investigators need much more information. LRIP'S abstract service provides it. All users may request abstracts of any of the research projects reported in this document. Abstracts may be requested by project number, by name of investigator, or by category listing. Abstracts of completed research may also be requested.

Documentation of research in progress

LRIP can provide such information only to the extent that it is made available by investigators. Much current research remains unlisted for lack of information sufficient to enable us to write an abstract, which must make clear to others the goals, methods, and current progress of the project in question. This is why we earnestly request investigators: (1) to continue to send us supporting documents, including copies of funded proposals, progress reports, reprints or other background material; (2) to report new research or to update continuing research, using the enclosed project description form and prepaid reply envelope.

Unfunded, private research

LRIP is interested in all language-related research, whether formally funded or not. We are aware that it is often difficult for scholars to document their efforts in a field of continuing interest, characterized by interim productivity unencumbered by fixed time schedules. It is suggested, however, that LRIP users study the enclosed project description form carefully. The information solicited by this form can suggest ways of reporting private research not ordinarily conceived as a "project".

We welcome comments and suggestions from users on all aspects of LRIP.

Alfred S. Hayes

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Joy Varley

(1)

USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) lists main and sub-categories and cross-references, including the Thesaurus. It should be borne in mind that these categories are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 17) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 25) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

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| 13 | Ilse Lehisté
Division of Linguistics
Ohio State University, Columbus | Research in general acoustic phonetics |
| 23 | Gordon E. Peterson
Communication Sciences Lab.
University of Michigan, Ann Arbor | Studies in Speech Analysis and Synthesis |
| 24 | Harold A. Rashkis
Eastern Pa. Psychiatric Inst.,
Philadelphia | Course and process of language acquisition
(A study of the acquisition of English
syntax) |
| 26 | Mieko S. Han
Dept. of Asian Studies
University of Southern California | Acoustic phonetics of Asian Languages |
| 31 | George L. Trager
Dept. of Anthropology
State Univ. of N.Y. at Buffalo | Study of the cultures (and languages) of
certain Pueblo Indians |
| 32 | Thomas A. Sebeok
Indiana Univ., Bloomington | Current trends in Linguistics |
| 40 | Gordon M. Day
National Museum of Canada, Ottawa | Abenaki Dialects |
| 42 | Gaston E. Blom
Univ. of Colorado Med. Center,
Denver | A content analysis of and children's
responses to first grade readers in the
United States and foreign countries |
| 46 | Charlotte Huck
College of Education
Ohio State Univ., Columbus | Critical reading ability of elementary
school children |
| 47 | Francis J. Di Vesta
Education-Psychology Center II
Penn. State University | 1. Studies in verbal processes
2. Verbal mediation in children's learn-
ing preferences |
| 48 | Doris R. Entwisle
Dept. of Electrical Engineering
Johns Hopkins Univ., Baltimore | Analytic studies of children's word
associations
A. Word Associations of Negro and White
children of the inner city (Baltimore)
B. Developmental Sociolinguistics |
| 51 | Egan A. Ringwall
Dept. of Psychology
State Univ. of N.Y., Buffalo | Behavioral correlates of infant vocali-
zations |
| 57 | Mary Finocchiaro
Dept. of Education
Hunter College, N.Y.C. | Bilingual readiness during earliest
school years |
| 60 | K.E. Oberholtzer
Denver Public Schools | A study of the effectiveness of beginning
the teaching of reading in kindergarten |

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| 62 | Edward B. Jenkinson
Director, Curriculum Study Center
Indiana Univ., Bloomington | English open to all junior and senior high school students--an English curriculum study center |
| 66 | William D. Sheldon
Director, Reading Center
Syracuse Univ., New York | A center for demonstrating the teaching of reading to students in grades 7 - 12 |
| 67 | William D. Sheldon | A comparison of the effect of instruction using basal readers, phonics materials, and linguistic readers on the reading ability of 1st-grade pupils |
| 73 | Walter Loban
School of Education
Univ. of California, Berkeley | Language ability, grades 7 - 12 |
| 75 | Uriel Weinreich
Dept. of Linguistics
Columbia University, New York | Semantic structure of natural languages |
| 76 | Uriel Weinreich | Geographic differentiation in co-territorial societies |
| 78 | Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College | The Verbal Survey |
| 80 | Norman Sam
Dept. of Education
Lehigh Univ., Bethlehem, Pa. | Structural analysis of the written composition of intermediate grade children |
| 82 | Philip J.C. Dark
Dept. of Anthropology
Southern Ill. Univ., Carbondale | A survey for ethno-aesthetic research in the territory of Papua and New Guinea |
| 83 | Carl Bereiter
Inst. for Research on Exceptional Children, Univ. of Ill., Urbana | Acceleration of intellectual development in early childhood (an academically-oriented preschool for culturally-deprived children) |
| 84 | Joe E. Pierce
Dept. of Anthropology
Portland State College, Oregon | The survey and description of languages which are nearing extinction in Oregon |
| 86 | Russell Maeth & Wm. T. De Bary
Dept. of Oriental Studies
Columbia Univ., New York | The development of materials for high school study of Chinese |
| 87 | Stanley Lieberman
Dept. of Sociology
Univ. of Wisconsin, Madison | Demographic analysis of linguistic pluralism: linguistic and ethnic residential segregation in Montreal |
| 90 | David P. McAllester
Dept. of Anthropology
Wesleyan Univ., Middletown, Conn. | Analysis of Navajo ritual |
| 91 | Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College, N.Y. | The communication of information in the elementary school classroom |

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| 92 | Charles B. Huelsman, Jr.
Dept. of Psychology
Ohio State Univ., Columbus | The effect of vision training upon the subsequent reading achievement of fourth grade children |
| 93 | Ross M. Jewell
State College of Iowa, Cedar Falls | The effectiveness of college-level instruction in freshman composition |
| 96 | Elizabeth H. Rusk
Dept of English & Education
Michigan State Univ., E. Lansing | Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English |
| 98 | Robert C. Pooley
English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison | A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12 |
| 102 | Paul Garvin
Bunker Ramo Corporation
Canoga Park, California | A study of fulcrum techniques of language analysis |
| 103 | G. Reitz
Bunker Ramo Corporation | Computer aided research in machine translation |
| 114 | Patrick Suppes
Inst. for Math. Studies in the Social Sciences, Stanford Univ. | Application of learning theory to problems of second-language acquisition with particular reference to Russian |
| 115 | Theodore L. Harris
Research in Basic Skills Lab.
Univ. of Wisconsin, Madison | An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs |
| 122 | J.R. Whitman
V. A. Hospital
American Lake, Washington | Factors influencing free recall learning |
| 124 | Clyde E. Noble
Dept. of Psychology
Univ. of Georgia, Athens | Verbal learning and individual differences |
| 125 | David J. King
Dept. of Psychology
Albion College, Michigan | Experimental and normative studies in verbal learning |
| 126 | John R. Hayes
Decision Sciences Lab.,
Hanscom Field, Bedford, Mass. | An investigation of the solution of simple logical problems |
| 127 | Peter L. Derks
Dept. of Psychology
College of Wm. & Mary
Williamsburg, Va. | Stimulus and response in two stages of learning |
| 130 | Sheldon M. Ebenholtz
Dept. of Psychology
Connecticut College, New London | Serial effects of variable inter-item intervals |
| 132 | D.G. Ellson
Dept. of Psychology
Indiana Univ., Bloomington | Programmed tutoring of elementary reading |

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| 134 | Richard E. Schutz
Arizona State Univ., Tempe | Experimental analyses of early reading behavior |
| 138 | C.B. Ferster
Institute for Behavioral Research
Silver Spring, Md. | The psychobiological investigation of the development of new verbal behavior (research and development of second language teaching programs in English, Vietnamese and German) |
| 140 | Frederick H. Kanfer
Dept. of Medical Psychology
Univ. of Oregon Medical School,
Portland | <ol style="list-style-type: none"> 1. Verbal behavior determinants: vicarious learning and its applications in psychotherapy 2. Verbal behavior determinants: study of self-reinforcement 3. Verbal conditioning: current status |
| 141 | Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College | The Telephone Study: verbal behavior of children with reading and language difficulties |
| 144 | D.S. Boomer
Lab. of Psychology
Nat. Inst. Mental Health, NIH | Psycholinguistic investigations of speech encoding |
| 148 | Charles N. Cofer
Dept. of Psychology
Penn. State University | Learning, retention and recovery of meaningful material |
| 150 | George Mandler
Dept. of Psychology
Univ. of Calif., San Diego

Endel Tulving
Dept. of Psychology
Univ. of Toronto | Organization and structure in verbal learning and memory |
| 151 | James G. Martin
Dept. of Psychology
Chico State College, Calif. | Variables in verbally mediated learning |
| 153 | Arnold Mechanic
Dept. of Psychology
Alameda State Coll., Hayward, Cal. | Response activities and the letter-sequence integration of verbal units |
| 156 | Sheldon Rosenberg
Dept. of Psychology
Geo. Peabody Coll. for Teachers
Nashville, Tenn. | Linguistic structure as a variable in verbal learning |
| 172 | David Arenberg
Gerontology Branch
City Hospitals, Baltimore | Verbal learning and age |
| 176 | James J. Asher
Dept. of Psychology
San Jose State Coll., Calif. | <ol style="list-style-type: none"> 1. Development of a theoretical model for programmed learning of languages 2. Total physical response to foreign language stimuli |
| 177 | James F. Voss
Dept. of Psychology
Univ. of Pittsburgh | Probabilistic verbal learning |

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| 180 | Norman E. Spear
Dept. of Psychology
Rutgers Univ., New Brunswick, N.J. | Contiguity and mediation in verbal learning |
| 184 | Fred Schwartz
Austin Riggs Center
Stockbridge, Mass. | Studies of association |
| 198 | Joseph Applegate
Univ. of Calif., Los Angeles | Role of sound films utilizing animation and graphic images in foreign language instruction |
| 200 | Charles O. Frake
Dept. of Anthropology
Stanford University | Language, cognition and ecological adaptation |
| 204 | John De Francis
Institute of Far Eastern Studies
Seton Hall Univ., So. Orange, N.J. | Chinese readers and texts for secondary schools |
| 209 | Henry W. Hoge
Dept. of Spanish
Univ. of Wisconsin, Milwaukee | The syntax of contemporary Brazilian Portuguese |
| 210 | Henry W. Hoge | An elementary course in Brazilian Portuguese: oral intensive teaching materials |
| 216 | Laurence C. Thompson
Dept. of Far Eastern & Slavic Languages
Univ. of Washington, Seattle | Linguistic relationships within the Salish family |
| 219 | Howard Lee Nostrand
Dept. of Romance Languages
Univ. of Washington, Seattle | Background data for the teaching of French |
| 225 | Aaron S. Carton
Dept. of Education
City University of New York | To complete research and experimentation on procedure to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention |
| 226A | Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College | Reading research: The Reading Prognosis Test |
| 226B | Martin Deutsch, et al. | The effects of psychoactive agents on remedial reading performance |
| 226C | Martin Deutsch, et al. | The role of visual and auditory efficiency in reading |
| 226D | Martin Deutsch, et al. | The effectiveness of training retarded readers in the auditory perceptual skills underlying reading |
| 226E | Martin Deutsch, et al. | Research on pre-reading skills using a computerized typewriter |
| 226F | Martin Deutsch, et al. | The Remedial Reading Program |

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| 240 | Y.R. Chao
Dept. of Oriental Languages
Univ. of California, Berkeley | Readings in spoken Chinese |
| 257 | Roger W. Wescott
Wilson College, Chambersburg, Pa. | Phonetics: The analysis of audible non-verbal communication |
| 258 | John Flavell
Institute of Child Development
Univ. of Minn., Minneapolis | Research with children |
| 259 | Slater Newman
Dept. of Psychology
Univ. of N. Carolina, Raleigh | Factors affecting learning and performance on paired-associate, serial and free-recall tasks |
| 260 | C.B. Ferster
Inst. for Behavioral Research
Silver Spring, Maryland | Arithmetic behavior in chimpanzees |
| 261 | Gerald Newmark
Systems Development Corp.
Santa Monica, Calif. | Research in programmed instruction in Spanish with 7th-grade students |
| 262 | Theodore Mueller
Dept. of Modern Languages
Univ. of Akron, Ohio | <ol style="list-style-type: none"> 1. French by programmed learning 2. Revision of above course 3. Programmed instruction in teacher retraining |
| 263 | Peter B. Warr
Dept. of Psychology
Univ. of Sheffield, England | Communication to the public |
| 264 | Edmund B. Coleman
Dept. of Psychology
Texas Western Coll., El Paso, Texas | Improving the comprehensibility of material |
| 266 | Julius Laffal
Psychology Service
V. A. Hospital, West Haven, Conn. | Research in the Psychology of language |
| 267 | Wilbert S. Ray
Cognitive Operations Lab.
Bethany Coll., West Virginia | Functional Fixedness |
| 269 | Norman N. Markel
Communication Sciences Lab.
Univ. of Florida, Gainesville | Research on speech and personality |
| 271 | John Morton
Applied Psychology Research Unit
Cambridge, England | Elaboration of a functional model for human language behavior |
| 282 | Don E. Dulany
Dept. of Psychology
Univ. of Illinois | Verbal operant conditioning |
| 283 | Israel Goldiamond
Inst. for Behavioral Research
Silver Spring, Maryland | <ol style="list-style-type: none"> 1. Study of interviews (therapeutic and interrogative) by operant conditioning methods 2. Stuttering and fluency as manipulable operant response classes |

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| 284 | George F. Mahl
Yale Univ. School of Medicine | Studies in expressive aspects of speech and gestures |
| 285 | Eugene A. Nida
American Bible Society
New York | Theory and practice of translating |
| 286 | Lyle V. Jones
Univ. of N. Carolina, Chapel Hill

Joseph Wepman
Speech & Language Clinic
Univ. of Chicago | Psycholinguistic methods for classifying aphasia |
| 287 | Edward Crothers
Inst. for Math. Studies in the
Soc. Sciences, Stanford Univ. | Presentation orders for items from different categories |
| 289 | Anthony L. Vanek
Dept. of Russian
Univ. of Arizona, Tucson | Research in phonology, phonetics, contrastive phonology, multilingualism, Czech and Russian |
| 294 | W. Nelson Francis
Dept. of English
Brown Univ., Providence, R.I. | Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss. |
| 296 | James W. Ney
English Language Center
Michigan State Univ., E. Lansing | A linear numerical coding of linguistic units for distributional study |
| 297 | Murray Glanzer
Dept. of Psychology
New York University | Verbal-Loop Hypothesis |
| 303 | Dennis J. Buttimore
North Jersey Training School
Totowa, N.J. | Improvement of language skills in retarded children |
| 307 | Ernst G. Beier
Dept. of Psychology
Univ. of Utah, Salt Lake City | Perception of non-verbal properties of speech |
| 310 | James C. Hardy
Dept. of Speech Path. & Audiology
State Univ. of Iowa, Iowa City | 1. A study of the physiology of speech breathing
2. Auditory reactions of the neonate |
| 311 | Robert A. Chase
Stanford Univ. Medical School | Objective evaluation of palatopharyngeal function |
| 312 | Franklin S. Cooper, et al.
Haskins Laboratories, New York | Research program on dynamics of speech articulation |
| 314 | Hallowell Davis & Ira J. Hirsh
Central Institute for the Deaf
St. Louis, Mo. | 1. Auditory communication and its disorders
2. Physiology of hearing |
| 316 | Donald Dew
Communications Sciences Lab.
Univ. of Florida, Gainesville | Perception and formant measurement of inflected vowels |

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| 317 | Allen E. Edwards
Dept. of Psychiatry
Univ. of So. California | Effects of random sidetone on stuttering |
| 318 | Allan E. Edwards | Aphasia retraining with automated teaching machines |
| 319 | C.G.M. Fant
Speech transmission Laboratory
Royal Inst. of Tech., Stockholm | Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest) |
| 320 | Orvis C. Irwin
Wichita State Univ., Kansas | Comparative speech behavior of brain-damaged children |
| 322 | Eric H. Lenneberg
Children's Hospital Medical
Center, Boston | Longitudinal study of speech and sound development in children |
| 323 | E. Joseph Charny
Western Psychiatric Institute
Pittsburgh, Pa. | Postural configurations in a psychotherapy film |
| 324 | Harry Hollien
Communication Sciences Lab.
Univ. of Florida, Gainesville | Laryngeal research utilizing stroboscopic laminagrams (STROL) |
| 326 | Russell Meyers
Highlands Clinic
Williamson, W. Va. | Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals |
| 327 | Charles G. Hurst
Dept. of Speech
Howard Univ., Washington, D.C. | Identification of psychological correlates of dialectolalia |
| 328 | Tatsuya Kanai
Dalhousie Univ., Halifax, N.S.,
Canada | <ol style="list-style-type: none"> 1. Central control of vocalization mechanism 2. Brain stem respiratory mechanism for vocalization |
| 329 | André Malécot
Dept. of Romance Languages
Univ. of Pennsylvania,
Philadelphia | The measurement of selected articulatory events of speech and their acoustic correlatives |
| 330 | Peter N. Ladefoged
Dept. of English
UCLA | Physiological parameters for synthesizing speech |
| 331 | Hans von Leden
UCLA School of Medicine | Comprehensive analysis of laryngeal function |
| 334 | Robert E. McGlone
Speech and Hearing Clinic
State Univ. of N.Y., Buffalo | A study of centrally elicited vocalization as a physiological model of phonation |
| 340 | Davis H. Howes & Norman Geschwind
Boston Univ., School of Medicine | Statistical properties of aphasic language |

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| 344 | C.L. Hutton & R.A. Campbell
V. A. R. O., Atlanta, Georgia | Effects of frequency distortion on word discrimination |
| 346 | Albert W. Knox
V. A. Hospital
Kansas City, Mo. | Physical characteristics of normal, esophageal and prosthesis speech |
| 347 | Arnold J. Friedhoff
N.Y. Univ. School of Medicine | Sound oscillographic patterns in psychopathology |
| 353 | Frieda Goldman-Eisler
Dept. of Phonetics
University College, London | The effect of drugs on speech production |
| 355 | Harold Goodglass
V. A. Hospital
Boston, Mass. | New measures of aphasic symptom variables |
| 357 | Gordon E. Peterson & June E. Shoup
Communication Sciences Lab.
Univ. of Michigan, Ann Arbor | Research on speech communication and automatic speech recognition |
| 361 | Harris Winitz
Cleveland Hearing & Speech Ctr.
Western Reserve Univ., Cleveland | Speech sound acquisition and programming |
| 363 | Joseph L. Westover
Center for the Health Sciences
UCLA | Radiological research on dental and speech defective patients |
| 369 | Gerald Siegel & Richard Martin
Speech and Hearing Clinic
Univ. of Minn., Minneapolis | Experimental modification of speech fluency |
| 371 | Kenneth N. Stevens, et al.
Research Lab. of Electronics, MIT | Speech communication: physiological and acoustical studies of speech |
| 372 | J. Daniel Subtelny
Univ. of Rochester, N. Y. | Normal and cleft palate speech - pharyngeal flap procedure |
| 377 | Eugene A. Nida, et al.
American Bible Society, N.Y. | Relationships between glossolalia and mental health |
| 378 | Ralph L. Shelton, Jr., et al.
Univ. of Kansas Medical Ctr.
Kansas City | 1. Predicting articulation from cine-fluorographic measurement
2. Study on the comparison and calibration of oral and visual stereognosis in normal children |
| 382 | Ronald W. Wendahl
Communication Sciences Lab.
Univ. of Minn., Minneapolis | Laryngeal analog synthesis of voice disorders |
| 383 | Charles A. Ferguson and
Alfred Pietrzyk
Center for Applied Linguistics
Washington, D.C. | Strengthening and improvement of the <u>Linguistic Bibliography</u> |

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| 391 | Rudolph W. Schulz
Dept. of Psychology
State Univ. of Iowa, Iowa City | Learning of aurally received verbal material |
| 392 | Rudolph W. Schulz | Mediation in verbal processes |
| 395 | Peter Strevens
Language Centre, Univ. of Essex
Colchester, England | Contemporary Russian language analysis project |
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Dept. of Anthropology
Univ. of Utah | Social factors in the development of Shoshoni-Panamint (Central Numic) dialects |
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Dept. of Psychology
McGill Univ., Montreal | Voice characteristics and personality |
| 400 | William S-Y Wang and
Charles Fillmore
Ohio State Univ., Columbus | Project on linguistic analysis (POLA) |
| 401 | Cyril M. Harris, et al.
Dept. of Electrical Engineering
Columbia Univ., New York | Spectrum Analysis of Speech |
| 402 | Richard K. Overton
Autonetics Res. Ctr.,
Anaheim, Calif. | Automatic Generation of Russian Abstracts |
| 403 | A.E. Meeussen
Musée Royal de l'Afrique Centrale
Tervuren, Belgium | "Lolemi" - A program of analysis of Bantu grammars |
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Applied Logic Branch
Hebrew Univ., Jerusalem | Data retrieval by computer: a critical survey |
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Dept. of Slavic and Eastern Langs.
Wayne State Univ., Detroit, Mich. | Machine translation from Russian to English |
| 407 | Harry H. Josselson | Comprehensive electronic data processing of two Russian lexicons |
| 408 | Anthony G. Oettinger
Computational Lab.
Harvard Univ., Cambridge, Mass. | Computational Linguistics |
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Research Group for Quantitative Linguistics, (KVAL), Stockholm | Research in quantitative linguistics |
| 410 | Roy Wisbey
Cambridge Univ., England | Linguistic Computing Centre |
| 411 | K.H.V. Booth
Dept. of Mathematics
Univ. of Saskatchewan
Saskatoon, Canada | English-French machine translation with a post-editor |

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| 412 | M.A.K. Halliday
Univ. College of London | 1. Nuffield programme in linguistics and English teaching
2. Programme in the linguistic properties of scientific English |
| 413 | Randolph Quirk
Univ. College of London | Survey of English usage |
| 414 | L.D. Harmon, et al.
Bell Telephone Labs.
Murray Hill, N.J. | Script recognition |
| 415 | Lydia Hirschberg, et al.
Centre de Linguistique Automatique Appliquée, Free Univ. of Brussels, Belgium | Studies in automatic language analysis |
| Nos. 416 - 428; work in progress at Rand Corporation, Santa Monica, California | | |
| 416 | Martin Kay | Design and construction of a catalogue and text management system |
| 417 | Martin Kay | Development of methods for automatic parsing |
| 418 | David G. Hays | Syntactic annotation of a large corpus of scientific Russian text |
| 419 | David G. Hays | Russian glossary building |
| 420 | David G. Hays | Collection and standardization of text on computer tape |
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| 422 | Martin Kay | Preparation of a Russian scientific concordance |
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| 427 | Jane Robinson | A program, dictionary and grammar for experimental parsing of English, to be related ultimately to problems of information retrieval |
| 428 | David G. Hays | Bibliography of computational linguistics |

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Children's Asthma Research Inst.
& Hospital, Denver, Colo. | Phonetic symbolism |
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Dept. of Psychology
State Univ. of N.Y., Buffalo | Strategies in the recognition and recall of verbal material varying in semantical and syntactical structure. (Approximations to English and short term memory) |
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Dept. of Psychology
Johns Hopkins Univ., Baltimore | Studies in the structure of associations |
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HumRRO, George Washington Univ.,
Washington, D.C. | AUTOSPAN: development and evaluation of a self-instructional method for learning a foreign language |
| 434 | W.P. Lehmann, et al.
Linguistics Research Center
Univ. of Texas, Austin | Linguistic research system; Automatic classification system; Information maintenance system |
| 437 | Alfred I. Fiks
HumRRO, George Washington Univ.,
Washington, D.C. | REFILL: field and laboratory investigation of selected factors in foreign language learning |
| 438 | Samuel Fillenbaum
Dept. of Psychology
Univ. of N. Carolina, Chapel Hill | Semantic Satiation
Delayed Auditory Feedback |
| 439 | William B. Kehl, et al.
Computation & Data Processing
Center, Univ. of Pittsburgh | UPGRADE: the investigation of a feasible system of preparing published natural language text for computer applications |
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| 441 | William B. Kehl, et al. | PENELOPE, the Pitt. Natural Language Processor |
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Radio Research Labs.
Tokyo | 1. Automatic recognition of speech by machine
2. Synthesis of speech by rule and analysis of speech for recognition |
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IBM-France, Paris | Four computer programs for determining the vocabulary and entropy of a finite set of elements |
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Boston Univ. School of Medicine | Emotional and adrenal responses in bronchial asthma |
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Teachers College, Columbia Univ. | Teaching English as a second language: Materials Development Center |
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Northern Illinois Univ., De Kalb | Contrastive phonology of English and Malay |
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San Francisco Med. Ctr.,
Univ. of California | Acoustic analysis of the speech of dis-
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Stanford Univ. School of Med. | Differential identification of non-verbal
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Univ. of N. Carolina, Greensboro | An attempt to develop an objective
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language of children |
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Univ. of Calif., Santa Barbara | The general phonetic characteristics of
languages |
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Nebraska Curriculum Dev. Ctr.
Univ. of Nebraska, Lincoln | The Nebraska Curriculum Development Center |
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Dept. of Curriculum & Instruction
Univ. of Texas, Austin | An experimental approach to the teaching
of oral language and reading: a longi-
tudinal study |
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Bioacoustic Lab.
St. Joseph Hospital
Lancaster, Pa. | Auditory behavior during the pre-
linguistic period |
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Dept. of Psychology
Univ. of Michigan | Analysis of meaning with restricted
association tests |
| 463 | James H. Dewson
Speech Path. & Audiology
Stanford Univ. Medical School | <ol style="list-style-type: none"> 1. Corticofugal influence on neuro-
electric activity in the central
auditory system 2. Central mechanisms in audition |
| 465 | Neville Moray
Dept. of Psychology
Univ. of Sheffield, England | Speech and language output by the brain,
and computer simulation |
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Dept. of Speech Arts
San Diego State Coll., Calif. | Development of a Dictation Procedure for
linguistic screening |
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Western Psychiatric Institute
Pittsburgh, Pa. | The study of intelligibility |
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Rehabilitation Codes, Inc., N.Y. | Communicative disorders research: nomen-
clature and impairment code |
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Dept. of Psychology
Hollins College, Va. | Relationships between linguistic stimuli
and the vocal behavior of infants |
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Center for Applied Linguistics
Washington, D.C. | Development of a plan for a self-
instructional French prototype course |

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Dept. of Linguistics
Hartford Seminary Foundation, Conn. | 1. A technical dictionary of the terminology of linguistics
2. A manual on the making of technical dictionaries |
| 475 | Ferenc Kiefer, et al.
Computing Ctr. of the Hungarian Academy of Sciences, Budapest | Computational Linguistics and Linguistic Theory |
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Dept. of Linguistics
Univ. of Rochester, N.Y. | Experiments in the perception of consonants |
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Center for Applied Linguistics
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Cantometrics Research Project, N.Y. | Phonotactics and cantometrics |
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Illinois Inst. of Technology
Chicago | Ethnic use of micro-space in interpersonal encounters |
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Illinois Inst. of Technology
Raven I. McDavid, Jr.
Univ. of Chicago | Communication barriers to the culturally deprived (The Chicago Speech Survey) |
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Indiana Univ. | A multilingual Thesaurus of the languages of the world |
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Johns Hopkins Hospital, Baltimore | Speech development in children with
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in urban children who speak a non-
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Institute for Developmental
Studies
New York Medical College | Studies with exceptional children |
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children |
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Berean Institute, Temple Univ.
Philadelphia, Pa. | Dialect Remediation Project |
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Center for Applied Linguistics
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Dept. of Education
George Washington Univ.
Washington, D.C. | Research on language facility and dialect
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Cornell Univ., New York | Project Literacy: the analysis of reading
skills |
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Philippines | Linguistic, literacy and translation work
in the Philippines |

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Johns Hopkins Univ. Hospital
Baltimore, Maryland | Acquisition of speech in the human |
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Univ. of Oregon Medical School
Portland, Oregon | Development of "normal" human communication skills |
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George Washington Univ.
Washington, D.C. | Contextual constraints in schizophrenic language |
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Uralic-Altaic Studies
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Hilo, Hawaii | Hilo Language Development Project |
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Univ. of Hawaii, Honolulu | Descriptive Studies of Hawaiian Pidgin as spoken in Keaukaha, Hilo, Hawaii |
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Univ. of Pittsburgh, Pa. | Development of Introductory Thai Materials for University Students |
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Speech & Hearing Clinic
SUNY, Buffalo | Lingual Pressure during Syllable Production |
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Dept. of Computer Science
Cornell University, N.Y. | Development of fully automatic document retrieval systems and evaluation of automatic retrieval techniques |
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Gallaudet College
Washington, D.C. | Development of Visual Speech Trainer for the Deaf |
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Columbia Univ., New York | Gilyak Ethnolinguistics |
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Dept. of Anthropology
Syracuse Univ., New York | Somali Lesson Development |
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Office of Programmed Instruction
Harvard University | Development and validation of wide-range, flexible, self-instructional reading programs |
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Dept. of Public Instr.
Harrisburg, Pa. | An assessment of three foreign language teaching strategies utilizing three language laboratory systems |
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Dept. of Speech
Univ. of Calif., Berkeley | Literary Stylistics |

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Univ. of Michigan, Ann Arbor | Studies in Judeo-Persian: aspects of the history of the Persian language |
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Indiana Univ., Bloomington | Preliminary studies in the development of threshold techniques for the testing of overall second language proficiency |
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HumRRO, George Washington Univ.
Washington, D.C. | Programmed Instruction in a short Vietnamese Language course |
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University of York, England | <ol style="list-style-type: none"> 1. Vedda Language 2. University-level Hindi Course 3. Linguistic philosophy in Ancient India |
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Dept. of Educational Psychology
Arizona State Univ., Tempe | Problem-solving as a function of language |
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Dept. of Germanic Lgs. & Litt.
Univ. of Michigan, Ann Arbor | An introduction to the Gothic Language: Part II, Reference Grammar |
| 554 | Fr. Colman L. O'Huallachain
The Language Center
Rinn Mhic Gormain
Co. na Mi, Ireland | Buntus Gaeilge (l'Irlandais fondamental) |

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| 555 | Maurice Coyaud
Section d'Automatique Documentaire
Centre Nat. de la Recherche
Scientifique
Marseille, France | Automatic Analysis of Documents |
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Inst. of Lgs. & Linguistics
Georgetown Univ., Washington, D.C. | Massive vocabulary expansion in a foreign language beyond the basic course: optimal learning factors and conditions |
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Dept. of English
Univ. of Massachusetts, Amherst | English monosyllables |
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Margaret H. Jones
Dept. of Psychology
UCLA | Contextual constraints in the language of the child |
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St. Patrick's College
Drumcondra, Dublin, Ireland | Linguistic Independence in Bilinguals |
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Univ. of Chicago | 1. Albanian Dialect Studies
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Univ. of Michigan, Ann Arbor | A study of some aspects of semantic structure with specific attention to standard Thai |
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Center for Cognitive Studies
Harvard Univ. | Relationship of intonation, syntactic structure, and contextual association to immediate recall |
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Indiana University | A Multilingual Lexicon of Linguistics: English, French, German, Russian |
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Bell Telephone Laboratories
Murray Hill, N.J. | An Investigation of Structure in Connected Text |
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V. A. Hospital, Seattle | A study of visual, auditory, and combined modality stimulation of aphasic vocabulary learning |
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Univ. of California
San Diego, La Jolla, Calif. | Language learning analysis |
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Ohio State Univ.
Columbus, Ohio | Programmed language instruction for the deaf (Project LIFE) |
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and Hearing |
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Synthetic Intelligence Infor-
matics, Inc.
Sherman Oaks, California | Programming Language for Machine Trans-
lation |
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Univ. of Calif., Berkeley | Comparative Study of Language Development
and Socialization |
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Univ. of Nebraska, Lincoln | A longitudinal study of the syntax and
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Dept. of Speech
Kent State Univ., Kent, Ohio | Research in Tagalog (Philipino) phonology
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Columbia Univ., New York | A preliminary study of the structure of
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Dept. of English & Linguistics
Michigan State Univ., E. Lansing | The Detroit Dialect Study |